DOCUMENT RESUME

ED 287 602 PS 016 932

AUTHOR Bomba, Anne K.; And Others
TITLE Personality Correlates of Conceptual Tempo.
PUB DATE Mar 87
NOTE 8p.; Paper presented at the Annual Meeting of the Oklahoma Home Economics Association (Chickasha, OK, March 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cognitive Style; *Conceptual Tempo; *Personality; *Preschool Children; Preschool Education

ABSTRACT

Temperament characteristics of 63 4- and 5-year-olds were assessed for the purpose of investigating the relationship between classifications of conceptual tempo and underlying personality factors. Subjects were classified as impulsive, reflective, fast accurate, and slow accurate on the basis of performance on Form A of Wright's (1971) Kansas Reflective-Impulsive Scale for Preschoolers (KRISP). McDevitt and Carey's (1978) 100-item Behavioral Style Questionnaire (BSQ) was used to assess temperament. The questionnaire was filled out by a parent of each subject and includes separate scales for activity, adaptability, approach, distractibility, intensity, mood, persistence, rhythmicity, and threshold. Data indicated that errors on the KRISP were related to the personality variables of activity, adaptability, and distractibility, but latency to first response scores on the KRISP were related to none of the personality variables. No significant differences were found for the four conceptual tempo groups or any of the nine temperament characteristics. It is concluded that conceptual tempo is relatively independent from temperament. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED287602

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERSONALITY CORRELATES

OF

CONCEPTUAL TEMPO

Anne K. Bomba

Gayle C. Broberg

James D. Moran III

Oklahoma State University

Presented at the annual meeting of the Oklahoma Home Economics Association, March, 1987, at Chickasha, OK. The authors acknowledge the assistance of Shari Haynie Freeland in data collection and Jennifer Dodrill, Miriam Thedford, and DeAnn Lowder for help in coding.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Anne K. Bomba
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 016932

Running Head: PERSONALITY CORRELATES OF CONCEPTUAL TEMPO

Personality Correlates of Conceptual Tempo

Conceptual tempo has been identified as an important individual characteristic in the cognitive functioning of children, (Kogan, 1983). This variable has usually been conceptualized as depicting children as either reflective (slow accurate responders) or as impulsive (fast inaccurate responders). These cognitive styles though amenable to training appear to be relevant as indicative of the manner in which children approach certain types of cognitive tasks. Few studies have focused on personality variables related to conceptual tempo. These studies (e.g., Moore, Haskins, & McKenney, 1980; Susman, Huston-Stein, & Friedrick-Cofer, 1980) have focused on variables related to behavioral impulsivity and also has been generally focused on the children identified as impulsive or reflective rather than using the measures of latency and accuracy as continuous and independent variables as suggested in more recent reviews of this literature. Whether the cognitive styles which result in the classifications of reflectivity or impulsivity are related to underlying personality factors has not been adequately resolved. An investigation which focuses on temperament characteristics seems ideally suited to this task.

Method

Subjects

The sample consisted of 63 four and five year olds (36 males and 27 females) enrolled in a University Lab School. The age range was from 46 - 72 months with a mean age of 57 months. Through

the process of median splits the accuracy and speed dimensions resulted in classifying 15 children as impulsive, 21 as reflective, 14 as fast accurate, and 11 as slow accurate.

Instruments

Temperament. The 100-item Behavioral Style Questionnaire - BSQ (McDevitt & Carey, 1978) was used to assess temperament. This measure was filled out by one of the child's parents and has separate scales for: activity, adaptability, approach, distractibility, intensity, mood, persistence, rhythmicity, and threshold. These are selected items from the BSQ.

The child is willing to try new foods.

The child cries intensely when hurt.

The child is sleepy at his/her bedtime.

Conceptual tempo. Form A of the Kansas Reflective-Impulsive Scale for Preschoolers - KRISP developed by Wright (1971) was administered individually to each child. Errors were computed based on the ten test items and latency to first response score was based on the average for the ten items.

Results and Conclusions

The data indicate that errors on the KRISP are related to selected personality variables (activity, adaptability, and distractibility) but latency to first response was not as illustrated in Table 1.

Insert Table 1 about here

Table 2 shows the mean scores for the four conceptual tempo groups

by temperament characteristic.

Insert Table 2 about here

No significant differences were found for the four conceptual tempo groups or any of the nine temperament characteristics. We conclude from these findings that conceptual tempo is relatively independent from temperament.

Separate 2x2 Anovas were conducted for each of the temperament variables and yielded no significant effects. Only the analysis for distractibility approached signifiance (Main effect for errors: $F(1,48) = 3.60$, $p<.07$, interaction term: $F(1,48) = 3.32$, $p<.08$).

References

Kogan, N. (1983). Stylistic variation in childhood and adolescence. In P. H. Mussen (Ed.), Handbook of Child Psychology, 4th Ed., Vol. III. New York: Wiley.

McDevitt, S. C., & Carey, W. B. (1978). The measurement of temperament in 3-7 year old children. Journal of Child Psychology and Psychiatry and Related Disciplines, 19, 245-253.

Moore, M. G., Haskins, R., & McKinney, J. D. (1980). Classroom behavior of reflective and impulsive children. Journal of Applied Developmental Psychology, 1, 59-75.

Susman, E. J., Huston-Stein, A., & Friedrich-Coper, L. (1980). Relation of conceptual tempo to social behaviors of Head Start children. Journal of Genetic Psychology, 137, 17-20.

Wright, J. C. (1971). The Kansas reflection-impulsivity scale for preschoolers (KRISP). St. Louis: CEMREL.

Table 1

Correlations of Temperament and KRISP Data

Temperament	KRISP Errors	KRISP Latency
Activity	.32*	.04
Adaptability	.29*	.06
Approach	-.09	.24
Distractibility	.28*	-.02
Intensity	.06	-.09
Mood	.13	-.05
Persistence	.22	-.14
Rhythmicity	.23	-.11
Threshold	-.21	.04

*$p<.05$

Table 2

Means for Temperament Variables by Speed and Accuracy on the KRISP

Speed	Fast	Fast	Slow	Slow
Accuracy	High	Low	High	Low
Temperament				
Activity	14.5	15.1	14.4	17.5
Adaptability	9.4	9.4	9.5	11.0
Approach	9.8	10.2	11.8	10.4
Distractibility	12.8	17.4	15.4	15.3
Intensity	21.0	21.8	19.4	20.9
Mood	11.2	12.8	12.4	12.5
Persistence	9.1	9.2	8.8	9.1
Rhythmicity	10.6	10.8	10.2	11.1
Threshold	18.4	17.8	17.4	17.8